

St. Luke's Mixed National School

Primary Language Curriculum Language one: English

Introductory Statement:

This plan was formulated by the staff of St. Luke's National School in consultation with Special Education Teachers (SET) and sanctioned by the Board of Management on 7th December, 2004. Following discussion at a staff meeting on 27th January 2006, it was decided to look in more detail at grammar and punctuation as these seem to be one of the areas of the English Language curriculum which are not progressing as successfully as the other aspects. It was also noted that class teachers needed to redraft schemes of work using the strands and strand units as listed in the Revised Curriculum for English Language. In 2020, the staff felt with the publication and implementation of the Primary Language Curriculum (2019) that the policy needed to be revisited.

The New Language Curriculum (2019) has been implemented across the whole school since September 2020.

Rationale:

The plan was devised to conform to the principles of the Primary Language Curriculum

- The integration of oral language, reading and writing in a coherent language learning process
- The dual function of language learning and learning through language
- The central place of oral language throughout the curriculum
- The development of reading skills through a range of approaches
- The process of writing is as important as the product

Relationship to Characteristic Spirit of the School:

In preparing pupils to contribute and play a pivotal role in their communities it was felt that a comprehensive and developmental programme of work was necessary. In developing emotional and imaginative facets of a child's personality, equal emphasis is placed on what he/she experiences and on what he/she expresses. The child is encouraged to explore everyday experiences and feelings through talk, writing, play and drama. St. Luke's National School recognises the importance of self-expression in our ever-changing world and is dedicated to providing a myriad of opportunities for each child:

- To use questions in order to gain maximum information
- To seek and to give explanations
- To discuss different possible solutions to problems
- To argue a point of view
- To persuade others
- To examine fact and fiction, bias and objectivity
- To formulate an opinion based on available evidence
- To analyse and understand

Aims:

- To promote positive attitudes and develop an appreciation of the value of language - spoken, read and written
- To create, foster and maintain the child's interest in expression and communication
- To develop the child's ability to engage appropriately in listener-speaker relationships
- To develop confidence and competence in listening, speaking, reading and writing
- To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- To enable the child to read and write independently
- To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences

Content of the plan:

The plan will endeavour to develop each child's use of the English language to the best of their abilities. Proficiency in reading, clarity in expression, competence in writing and enjoyment of the versatility and fun aspects of the language will be the focus of the content of each class plan.

The Primary Language Curriculum (2019) supersedes the previous curriculum.

There are three strands:

- Oral language
- Reading
- Writing

Within each of these strands are three elements:

- Communicating
- Understanding
- Exploring and using

There are Learning Outcomes within each element/strand. These are used to describe the expected learning and development for learners at the end of a period of time.

Strands and Elements

The following table sets out the Strands and Elements of the Primary Language Curriculum:

Element 1: Communicating

Strand:	Learning Outcome:
Oral Language	Engagement, listening and attention (intentionality, verbal memory) Social conventions and awareness of others (relevance, turn-taking, extra- and paralinguistic skills)
Reading	Engagement (intentionality)

	Motivation and choice (relevance)
Writing	Engagement (intentionality) Motivation and choice (relevance, purpose, audience)

Element 2: Understanding

Strand:	Learning Outcome:
Oral Language	Sentence structure and grammar (syntax, morphology) Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills) Demonstration of understanding (semantics)
Reading	Conventions of print (meaning and understanding of text/illustration) Phonological and phonemic awareness Phonics and word recognition (alphabetic principle, word identification strategies) Reading vocabulary (semantics)
Writing	Conventions of print and sentence structure (syntax) Spelling, Vocabulary (semantics)

Element 3: Exploring and using

Strand:	Learning Outcome:
Oral Language	Requests and questions Categorisation Retelling and elaborating (narrative text and response) Playful and creative use of language (aesthetic dimension of language) Information giving, explanation and justification (expository text) Description, prediction and reflection
Reading	Purpose, genre and voice (awareness of author's purpose) Comprehension (comprehension, text organisational structure and fix-up strategies) Fluency and self-correction (accuracy, fluency and meaning)
Writing	Purpose, genre and voice (sense of voice, aesthetic dimension of text) Writing process (using processes, structures and language)

	register) Response and author's intent (author's purpose and responding) Handwriting (legibility)
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1. Oral Language

Learning Outcomes of Oral Language

See p. 22/23 of Primary Language Curriculum

Element = Communicating		
1. Engagement, listening and attention	2. motivation and choice	3. Social Conventions and awareness of others
Element = Understanding		
4. Sentence structure and grammar	5. Vocabulary	6. Demonstration of Understanding
Element = Exploring and Using		
7. Requests, questions and interactions	8. Categorisation	9. interactions
10. Playful and creative use of language	11. Information giving, explanation and justification	12. Description, prediction and reflection

Whole School Strategies for Oral Language

❖ Assemblies:

Regular whole school/year group assemblies

Appropriate and respectful language is modelled

Good listening and appropriate responses are encouraged

Common social functions are taught

Positive non-verbal behaviour is encouraged

❖ **Yard:**

Using words to communicate and solve problems

Self-Maintaining Language

Model positive and respectful language

Use of Restorative Practice Questions

❖ **School Related Functions:**

Greetings as *Gaeilge*

Etiquette for children visiting classes

❖ **Aistear:**

Aistear activities daily in Junior and Senior Infants classes.

Aistear activities in older classes at the discretion of the class teacher.

We use a thematic approach for Aistear and ensure that an oral language/role play station is included in Aistear theme.

Some Activities/Methodologies currently used for Oral Language

The following skills will be modelled and taught in our school at all class levels:

- ❖ Using words for common social functions in a polite and respectful manner (ongoing, daily)
- ❖ Communicating to meet personal needs (on-going, daily)
- ❖ Listening (rhymes, jingles, riddles, listening activities, bingo, news, poetry)
- ❖ Recalling/recounting (re-telling stories, class trips/visits, news)
- ❖ Naming (name, address, days, months, seasons, family members, things you need for/find in)
- ❖ Categorising and classifying (people, places, family, clothes, weather, animals, food, pets)
- ❖ Describing (colour, shape, feelings, characters)
- ❖ Denoting Position (orientation-left/right, preposition of place)
- ❖ Sequencing (alphabet, days, months, seasons, times of day, sequencing words)
- ❖ Reasoning (relational words-because/but, problem solving-what shall I do? 20 questions, proverbs)
- ❖ Giving instructions and directions (how do we make a cup of tea/go to the shop?)
- ❖ Reporting (reporting back from a group activity or project)
- ❖ Speaking out clearly (on going, daily)
- ❖ Predicting (hear part of a story, what do you think will happen next? picture sequences)
- ❖ Projecting/empathising (picture/story, How do you think they are feeling? How would you feel if I?)
- ❖ Imagining (a new planet, a newly discovered species of animal)
- ❖ Questioning (20 questions, the Yes/No game show)
- ❖ Interpreting and using appropriate non-verbal language
- ❖ Taking turns in speaking and listening (circle-time, news time)
- ❖ Showing tolerance for views of others (circle-time, debating)
- ❖ Think Talk time (thinking and talking about questions of a philosophical nature to develop critical-thinking)

Resources/Methodologies for Oral Language

- See each class level long and short term planning
- Pictures and images

- Videos and clips
- Concrete materials and discussion starters
- Books and music
- Show and Tell in junior classes
- Puppets in infants
- Drama provides an opportunity for drama

Teacher's planning for Oral Language

- English oral language and Teanga ó Bhéal are integrated thematically through Aistear, through teaching topics at the same time, discussing language based on stories.
- New vocabulary is displayed in the classrooms. Aistear words are displayed with pictorial clues (Infant classes) Synonym triplets are encouraged to be used to teach new vocabulary e.g. good, great, and fantastic.
- Key vocabulary for pupils is identified for all subject areas and displayed in classrooms where appropriate.

Reading

Learning Outcomes for Reading

See Page 26 of the Primary Language Curriculum

Element = Communicating			
1. Engagement		2. Motivation and Choice	
Element = Understanding			
3. Conventions of Print and Sentence Structure	4. Phonological and Phonemic Awareness	5. Phonics, Word Recognition and Word Study	6. Vocabulary
Element = Exploring and Using			
7. Purpose, language and voice	8. Response and authors intent	9. Comprehension	10. Fluency and Self-Correction

Whole School Approaches to Reading

In the area of reading development we aim to:

- Promote positive attitudes and develop appreciation of reading
- Develop print awareness, an understanding of the purpose of print and a control over the different ways meaning is derived from print
- Develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary
- Develop an appropriate range of comprehension strategies to help interpret text beyond the literal level (prediction, inference, etc.)
- Develop an awareness of the richness and diversity of reading material reading from a variety of texts of gradually increasing complexity
- Engage in and enjoy sustained silent reading
- Enhance emotional and imaginative development through reading
- Develop cognitive ability and the capacity to clarify thinking through reading
- Use the class libraries to increase fluency and interest in books
- Use explicit instruction of reading skills and strategies to enable all children to participate more fully in literary experiences.

Whole School Initiatives for Reading

- Paired/buddy reading
- DEAR Time
- World Book Day
- Author studies and author visits
- Library visits
- Book Fair
- Book dress up day

Resources

- See each class level long and short term planning
- Class Sets of Read at Home
- Class novels sets
- Laptops and iPads
- Posters and flyers
- Games and Activities
- Graded readers
 - Reading corner (infants)
- Interactive resources
- Newspapers and magazines
- Catalogues

Poetry and Rhyme:

- Children in the Infant classes learn nursery rhymes and phonics rhymes weekly.
- Children from 1st to 6th Class read poems and learn poems throughout the school year. Poetry is also used as a stimulus for discussion and integrated with Art/SESE/Religious education and other curricular areas where appropriate.
- Children are provided with frequent opportunities to experience poetry and are encouraged to respond to it in different ways.
- Children are given opportunities to write poetry after teacher modelling and immersion in the genre.
- Children are given the opportunity to display and read their own poetry.

Story

- The children will explore the following types of story between Infants and Second class: Fairy Tales, Fables, Myths and Legends.
- Picture books should not only be used merely as storybooks but as a meaningful context for teaching sight-words, phonics, fluency, comprehension, concepts of print, phonological awareness and critical thinking.
- Novels and/or picture books will be used from First to Sixth class and will be integrated with SESE where possible.

Phonological Awareness Methodologies

- Identification of words as units within sentences.
- Identification and manipulation of syllables
- Phoneme blending
- Identification and supply of rhyming words
- Identification and discrimination of phonemes
- Phoneme segmentation
- Phoneme deletion
- Phoneme substitution
- Phoneme transposition

Timetable for Phonological Awareness

Junior and Senior Infants	Daily
1 st and 2 nd Class	Daily
3 rd to 6 th Class	Included in English Timetabling

Reading Comprehension

Junior and Senior Infants	Connecting Creating images Predicting Procedure Summarising Recount Narrative
1 st and 2 nd Class	Connecting Comparing Creating images Predicting Determining importance Visualising Questioning Thinking Aloud Report Recount Procedure Narrative

3 rd and 4 th Class	Predicting (Revision) Connecting (Revision) Visualisation(Revision) Determining Importance Questioning Summarising Clarifying Inferring
5 th and 6 th Class	Predicting (Revision) Connecting (Revision) Visualisation(Revision) Determining Importance Questioning Summarising Clarifying Inferring Synthesising

Writing:

Learning outcomes for Writing

See pages 30 and 31 of the Primary Language Curriculum

Element = Communicating			
1. Engagement, listening and attention		2. Motivation and Choice	
Element = Understanding			
3. Conventions of Print and Sentence Structure	4. Spellings and Word Study		5. Vocabulary
Element = Exploring and Using			
6. Purpose, genre and voice	7. Writing process and creative test	8. Response and authors intent	9. Handwriting and presentation

In the area of writing development, we aim to:

- Develop competent and confident writers in all writing genres
- Develop print awareness and an understanding of the purpose and conventions of print
- Promote a growing sight vocabulary
- Utilise the various comprehension strategies
- Write for different purposes and different audiences
- Learn to edit and refine writing and develop a sense of appropriate presentation • develop a personal style of writing and learn to distinguish and use appropriate levels of formality
- Share writing experiences with others
- Use computer technology in learning to write

Resources for Writing

See Class Level for individual class resources. We generally make use of:

- Copybooks, scrapbooks and notebooks
- Whiteboards and markers
- Pencils, pens, twistables, markers and paints
- Handwriting Programmes followed at each level
- Laptops /ipads
- Interactive resources
- Worksheets
- Books and workbooks

Whole School Initiatives for Writing

- Free Writing Copies in each class. This provides an opportunity for students to write for themselves in an organic way.
- Writing genre copies. Introduction of hardback copies at infant level which travel with the student throughout their years at St. Luke's NS. This provides samples of writing which evolves over the lifetime of the student at St. Lukes.
- Students are given the opportunity to write for the school newsletter
- Students create posts collectively and individually for the website
- Blackboard in Space Room
- Writing opportunities during role play from mark making to creative writing opportunities such as prescriptions, recipes, menus etc.

Writing Skills

Genres Covered:

Recount: the purpose is to retell events. Main features of a recount include events in time order, linking words to do with time, simple past tense.

Narrative: the purpose is to entertain. A narrative tells an imaginative story (some can be based on facts). Main features of a narrative include defined characters, a setting, problem or complication, descriptive language and are usually in the past tense.

Procedure: the purpose is to tell the way to do things. Main features of a procedure include stating the goal of the procedure, materials, method, evaluation, tense is timeless and use of linking words.

Report: the purpose is to present factual information on a person, place, animal or thing. Main features of a report include classification, description, summary, subject specific vocabulary and objective language.

Persuasive: the purpose is to persuade. Main features include arguments for/against, evidence, conclusion, mainly timeless present tense and use of passives.

Poetry: writing that uses creative language, rhythm, imagery, and emotion to express ideas, feelings, or experiences. Its purpose is to create emotions, vivid pictures, or deeper meanings through carefully chosen words and sound patterns.

Writing to Socialise: writing letters, emails, postcards, texts. Informal and formal writing styles, describing events, complaints, requests, communication etc.

Explanation: the purpose is to explain how something came to be. Main features include a definition, description of various parts, how or why it works and summary.

See Table:

Month:	Year One (Odd Number e.g: 2025/26)	Year 2 (Even Number e.g: 2026/27)
September	Recount	Recount
October	Recount	Recount
November	Writing to Socialise	Persuasive (writing which intends to convince)
December	Writing to Socialise	Persuasive (writing which intends to convince)
January	Poetry	Procedural
February	Poetry	Procedural
March	Narrative	Report
April	Narrative	Report
May	Persuasive (writing which intends to convince)	Explanation (tells how something works e.g. an engine)
June	Persuasive (writing which intends to convince)	Explanation (tells how something works e.g. an engine)

Spelling:

We recognise that, as a whole school, a multi-dimensional approach to spelling is essential. Every class has varying levels of spelling ability and the pupils are differentiated and assessed accordingly. Some children struggle to move from the phonetic to transitory stage of spelling.

- Each class will cover phonics, written and spelling exercises to reinforce the phonic concepts that will be used
- Through a differentiated approach, children will perform at the spelling level most suitable for their

abilities and needs.

- The look, say, cover, write, and check approach to spelling is used
- Dictation is considered very important.
- Children are encouraged to break words into syllables when spelling them
- Spelling should not be a barrier to the students' enjoyment of writing.

Sources of Spellings

- Dolch/Fry Lists
- Jolly Phonics
- Dictionary
- Spelling programmes designed and/or chosen by individual teachers

Our Approach to the Teaching and Learning of Spelling

Our school uses a synthetic phonic approach to spellings. In this multi-sensory approach children learn:

- That words are a sequence of sounds: F/O/G
- These sounds are represented by spellings
- The spellings can be made up of one or more than one letter e.g. sh/o/p, th/a/t. • Some sounds can be written in a variety of ways eg the oe in go; toe; dough; (sound the same but look different)
- A spelling can carry more than one sound eg "a"; at, apron, all and what, (look the same but sound different)
- Children are taught the skills of blending, segmenting and manipulating the various phonemes through lots of drills.
- Some spellings that the child may not have the skill to sound out yet are called tricky words. In the junior classes these words will be displayed on the "Tricky-Words-Wall. In the senior classes children will be encouraged to devise their own strategies to remember these spellings/words.

Assessing Spelling

- Formal spelling tests (At the discretion of the teacher)
- Dictation words and sentences tests (At the discretion of the teacher)
- Correcting copybooks and written work
- Correcting books and workbooks

Correction of Spellings

- Teachers correct spellings within books, copies, workbooks and written work.
- Teachers are encouraged to avoid marking every spelling wrong or correcting every spelling mistake. Instead teachers should guide the child in spotting and correcting their own errors.
- Spelling test results are private and should not be shared with other children.

Spelling

- Spelling is given for homework in all classes.
- Spelling strategies are explicitly taught

Parental Involvement and Spelling

Parents are encouraged to ensure that their children engage with homework and learn their spellings each night as part of this. A good strategy for parents to be aware of is the "Look, Say, Cover, Write, Check" strategy and by practicing sentence dictation e.g. *"Caught. The cat caught the mouse. Caught."*

Grammar and Punctuation

Grammar and punctuation are introduced in Infants through the Jolly Phonics programme.

1st and 2nd Class use a combination of the Starlight Programme + Jolly Phonics

Stand alone grammar and punctuation lessons are taught in the senior half of the school. See individual teacher planning.

Handwriting and Penmanship

Throughout the school there is an emphasis on penmanship. The pupils begin cursive from Junior Infants and they continue this style of writing through all classes. The importance of precision and presentation is constantly reiterated and encouraged in copies, worksheets, free writing and otherwise.

In Junior Infants, the pupils learn two letters per week. Pupils in Junior Infants learn how to form lower case letters only. In Senior Infants they learn how to form uppercase letters.

Pupils in 1st to 6th classes use cursive handwriting programmes chosen by the teacher.

Approaches Used to Introduce Letters

- Jolly Phonics Programme
- Jolly Phonics Sound games
- Air pencil/magic dust
- Tracing: on table, on each other's backs
- Playdough
- Sandpaper letters
- Large Letter in Crayon
- In Sand
- In paint bags

Pencil Grip

- Tripod Grip encouraged
- Large pencils and grips are used when needed

Provisions for Left Handed Children

- Sit at the desk on the left hand side (when the layout of room allows)

Touch Typing Skills

- Students are supported to develop their touch typing skills when recommended by outside agencies. This is overseen by the special education team.
- Online programmes are personalised to each child's needs and they progress at their own pace.
- Touch Typing opportunities in term 2 (after Christmas) each year in 5th and 6th class

Parental Awareness of Handwriting

- Parents will be informed of the handwriting style in the school at parent/teacher meetings. They may also see it as part of homework.
- Guidelines/instruction for parents will be provided at the teacher's discretion and is not mandatory in St. Luke's NS

Creative Writing

Children begin Creative Writing informally in the infant classes. This is stimulated and developed in many ways such as through Aistear and through the use of free drawing and free writing copies. Creative Writing is introduced formally in First Class and continues throughout the remainder of the children's years in the school.

Selecting Topics for Creative Writing

Sources of topics for children's writing include:

- Narrative Genre
- Thematic Approach
- Personal Concerns
- Life at home and in school
- Stories
- Social Needs
- Personal Reading
- Poetry
- Drama
- Aistear
- Everyday Experiences: Emphasis is placed on writing from children's own experiences and

ideas

Strategies for Planning Creative Writing

- Oral Discussion: Whole Class, Teacher/Pupil, Pupil/Pupil
- Brainstorming
- Mindmapping
- Storyboard
- Story Plans
- Templates
- Poetry/Drama/Story/object/picture as stimulus

Whole School Approaches to Writing and Drafting

- Planning, Drafting, Editing, Re-drafting Method
- Encouraging Self Correction and Self Checking
- Publishing on our school website/"Write-a-Story" competition, reading at assembly

Correcting Creative Writing

Constructive comments are used by teachers when correcting the children's work. Children are encouraged to self-correct in the form of drafting and editing in the older classes.

Whole School Approaches to Valuing Creative Writing

- Displays
- Hardback copies from infant to 6th class
- Website
- Constructive and precise comments when possible
- Work included in class books
- Team Teaching (depending on SET availability)
- Reading at assembly
- Enter in competitions e.g. in local library

Assessment and Record Keeping

- Standardised testing: Drumcondra test of Early Literacy (Senior Infants) and Drumcondra Tests for 1st - 6th
- Teachers will hear children reading formally at least once a week.
- Spelling tests - at the class teachers discretion

- Teacher checklists
- Teacher observation
- Teacher designed tasks
- Work samples
 - Portfolios
 - Projects
 - Diagnostic tests

SEN children and Children with Different/Varied Needs

Children with special educational needs will receive support from our special education team. English activities will be differentiated in order to meet the needs of the children in a particular class. Where a teacher recognises that a child displays a particular ability in English, the class teacher, in consultation with a SET where applicable using the continuum of support, will provide challenging material to suit their needs. Teachers will also encourage such children to read and write for their classmates, so that the other children will have opportunities to listen and respond.

Continua of Support

A Continuum of Support (Student Support Plan) will be completed (by SET teacher, in conjunction with class teacher) for each child who requires support. This will be stored on Aladdin and relevant teachers will have access to this information. They will be reviewed twice yearly and adapted as needed.

Resources

The SET team will work with class teachers and the resources that are in each class. Other resources that maybe used in team teaching and/or with individuals that may be withdrawn for support include:

- Toe by Toe
- Jolly Phonics
- Typer Island
- Nessy
- Oxford Reading Tree Readers
- Reading Eggs
- Dolch sight words

E.A.L. Provision

The language needs of each child will be assessed and support will be provided. This support will be determined by the teaching and material resources available to us at the relevant point in time. All efforts will be made to make home/school communication as clear as possible given the resources at our disposal at the time in question.

Homework

Teachers can assign English homework at their discretion in accordance with the guidelines of the homework policy and the Department of Education. As a core subject, English homework is often assigned from Monday to Friday. From first class, spellings are assigned each day. Parents/carers are regularly reminded of the importance of oral language and reading homework, as well as written work.

Organisational Planning

The teaching of English will be conducted in line with the time allocation as set out by the DES and NCCA (ref: Primary Curriculum Framework 2024), as follows:

Class Level	Time Allocation For L1 (English)
Junior and Senior Infants	3 hours and 15 minutes per week
1 st - 6 th class	3 hours and 45 minutes per week
Discretionary time may also be used for the teaching and learning of English	

The teaching of English may be organised on both a whole-class and team-teaching level. A team teaching approach may be taken to support the teaching and learning of English and would involve the input of the support staff in the classroom. Such would be organised based on the needs of each class and will focus on specific areas of the curriculum.

Resources and ICT

As a school, we endeavour to build on and develop the resources available for teaching. Teachers are encouraged to maximise resources available to them. The school will ensure that teacher’s resources for school-wide programmes will be available to all teachers.

ICT will be used in classroom and support settings to further support the teaching and learning of English in the form of Interactive Whiteboards, ipads, laptops, online programmes etc.

An appropriate amount of money may be requested from the Board of Management to fund our English programme. Parents may be requested to make a very small contribution should we find a shortfall in finances. Contributions may also be requested from the Parents Teacher Association, through fundraising events and sponsorship from local businesses.

Individual Teachers Planning and Reporting

Class Teachers’ Planning:

Individual teachers will plan their long-term English programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan. This should ensure clear progression as children move from class to class. Teachers at each class level will collaborate on content and methodology for English from this whole school plan and it will be monitored and assessed on an ongoing basis.

Teachers are expected to complete long-term plans for the teaching of English in their classes and are responsible for the implementation of such. Learning outcomes directly from the Primary Language Curriculum are included in each teachers' long term scheme. They must also include English in their fortnightly planning. Such must include specific objectives and learning content.

The Cúntas Míósúil must document what has been covered in the teaching and learning of English each month. Our planning system integrates the Cúntas Míósúil tick column.

Support Teachers' Planning:

Teaching of English for pupils with special educational needs will be documented in the planning documents of S.E.T. staff.

Staff development

Staff needs will be assessed and the local Education Centre will be requested to provide suitable ongoing training as the need arises. The staff will also avail of training as provided by the Department of Education and Skills, particularly in relation to further training days for the implementation of the Primary Language Curriculum.

Parental Involvement/Community Links

Parents/carers have a crucial role to play in their children's language development. Talking to adults, hearing them talk, hearing stories read and told and being encouraged to read all have an influence on children's language development that supports and complements the school experience. Parents are informed of this on an ongoing basis.

Success Criteria

Means of assessing this plan are as follows:

- Teacher/parent/pupil/community feedback
- Children's feedback regarding their learning
- Suggestions and reports of DES Inspectorate
- Monthly records of teaching and learning (planning folders and CM tick)

The success of this plan will be measured by teacher observation of pupil enjoyment and participation in oral language, reading and writing activities. The success of the plan will also be measured by the achievement of pupils in standardised tests. Feedback and reflection will be used as an informal method of measuring the success of this wholeschool plan.

Implementation and Review

(a) Roles and Responsibilities - The plan will be implemented by all members of the teaching staff. Parents have a responsibility to hear reading and spellings and also to supervise written homework. The principal will

play a role in overseeing its implementation. Guidance on particular aspects of the plan can be sought from Eddie Pepper (principal).

(b) Timeframe - This plan will be initiated in Term 1 of 2025 school year and will be initially reviewed in Term 1 2027

Ratification and Communication

The attention of all newly appointed staff will be drawn to this whole-school English plan upon their appointment to the school by the Principal/Deputy. This policy will be published on the school website, upon its development, and a copy of it will be provided to the Parent Teacher Association, when established. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school upon request.

Signed: _____ (Chairperson BOM)

Signed: _____ (Principal)

Date: _____

Date of next review: Term 1 2026